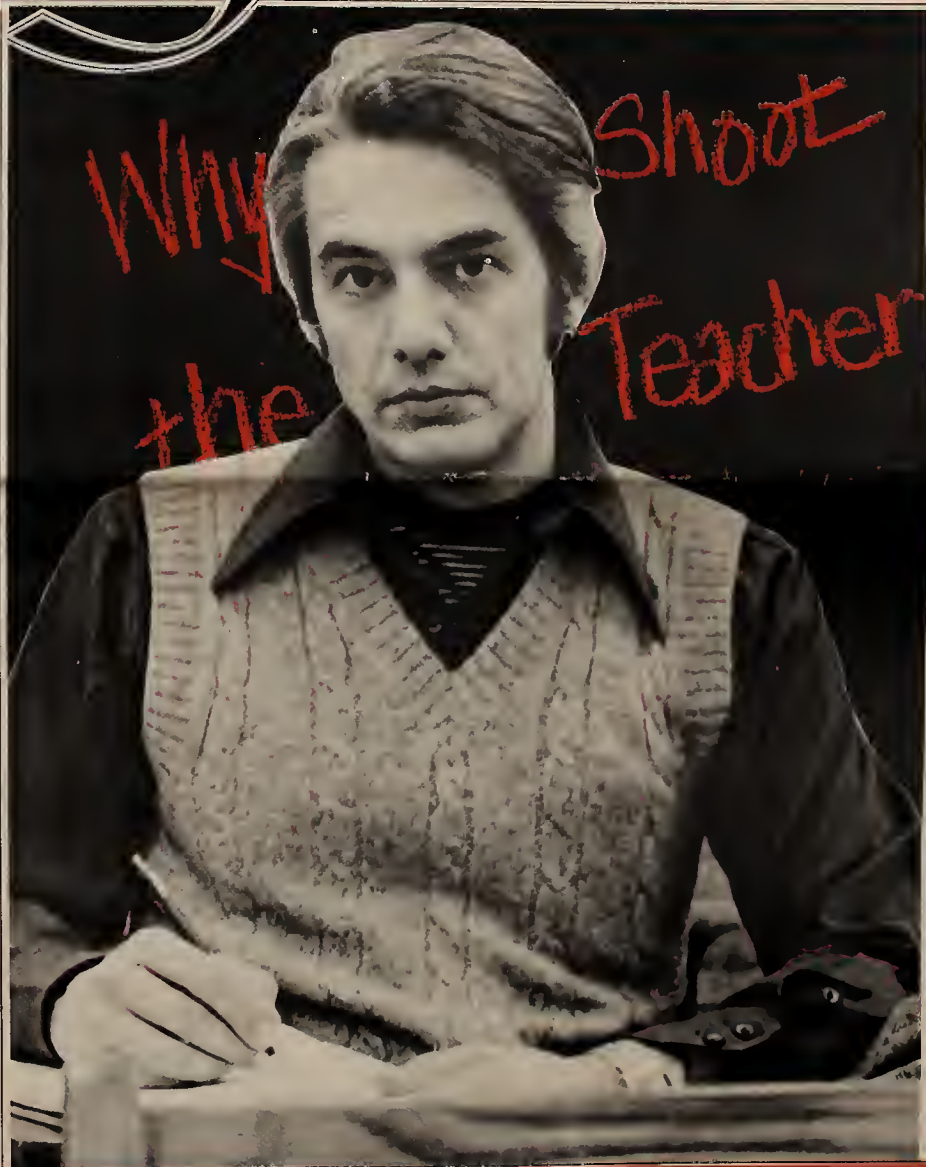




# Graduate



# Herein

## The found art of teaching 3

BY PAMELA CORNELL

Richard Tiberius helps teachers to see themselves as their students see them. His technique, which often produces surprising comments from both teachers and students, has proven particularly popular with the professional faculties. What makes a good teacher? Profiles of five of the finest at U of T show there's no universal formula.

## Red Man's Burden 7

BY NORMA VALE

Murder, suicide, alcoholism, child abuse, and infant mortality all occur more frequently among Canada's Indians than among the rest of the population. To help treat the emotional effects of trying unsuccessfully to fit into a white man's world, the University's Department of Psychiatry has been sending psychiatrists to the Sioux Lookout region of northern Ontario. Psychiatrist Harvey Armstrong has been involved in the project for the past seven years.

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Vol VI, No. 2

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Printed in Canada by Wrycom Limited

## A Canterbury tale of another kind

The Fall issue of the *Graduate* included a piece on Burgon Bickersteth. It kindled a dual memory: of days around Hart House as an undergraduate toward the end of his term as warden of the House; and second, of a visit to his home in Canterbury in 1972 when he was in his mid-80s.

Before our British holiday in '72 I was reading Vincent Massey's autobiography *What's Past is Prologue*. In it he pays warm tribute to Hart House's second warden, and mentions that Burgon Bickersteth was living in Canterbury. I thought no more of it, but it flashed into mind when in the Cathedral City that summer, I wondered: "Is B.B. alive and well and living here now?" After several enquiries, a clergyman said: "Yes, I know of him: I believe he lives in the Cathedral Close."

After knocking on a few doors we found him; Burgon Bickersteth, unmistakably, opened the door, heard our introduction and said: "I'd be delighted to have you come and see me, say tomorrow at two." Next day we were warmly welcomed. For well over an hour my wife and I shared one of the most interesting visits it has been our good fortune to experience. We talked of Hart House, of course, still one of the proudest chapters of his life. His knowledge of and interest in people illustrious and not so illustrious was phenomenal. He spoke animatedly, as was his wont, of his own early life. His father and grandfather both were clergy. Though a dedicated churchman, he considered — but decided against — the church as his life's work. Afire for adventure and education, one of his earliest essays found him in a misquoting-infested enclave on the North Saskatchewan River, Fort Edmonton. Here, before World War I, he was sent to scout the possibilities for higher education.

After tea, he led us into his bedroom, that we might see the view he awakens to every morning, the view Kenneth Clark once told him was the second most magnificent in all Europe — the Bell Harry tower of Canterbury Cathedral. And it was obvious his love for Canada is unbounded: he cherishes his many Canadian friends and former students.

Among his chief interests then was acting as a guide to the history of the cathedral: some Americans we met avowed B.B.'s tour was outstanding; they said his description, nay, his enactment of the cutting down of Becket by Henry's four knights (complete with sword thrusts) right on the spot was a never-to-be forgotten experience. I can believe it.

Alex F. Cowan  
Vic 471, Emmanuel 473

## Setting it straight

Thank you for your welcome article on Woodsworth's pre-U program in the Fall *Graduate*. May I correct what may have been a typographical error? The article quotes director Carol McKay as saying that 80 percent of the English students who enrolled in courses in the Faculty of Arts & Science in 1977-78 received grades of A, B, or C in their degree courses. The figure for English should be 87 percent, with nearly 60 percent of these in the A-B range. Since more than half of all pre-U students are enrolled in English the higher figure is a significant one for the program.

Eleanor Morgan  
Academic Co-ordinator  
Pre-University English Program  
Woodsworth College



# The found art of teaching

By Pamela Cornell



university's reputation is built on three activities — teaching, research, and publication — yet only the latter two receive much attention: research and publication can provide international recognition and tangible testimonials at promotion time; even the popular press reviews scholarly books and describes research projects that have received major grants or resulted in significant discoveries.

Then there's teaching, the Cinderella of the academic world, left at home to tend the hearth, with little hope of sharing in the incentives or glories accorded her two step-sisters.

But prospects are brightening. Three years ago, the Ontario government began providing "seed money" to improve teaching at universities throughout the province. At U of T, that money helped create an educational development office, with a consultant available to all teaching divisions. The consultant is Richard Tiberius, a graduate of the Ontario Institute for Studies in Education.

At 36, Tiberius is a curious composite of age and youth. His grey hair frames a smooth complexion and delicately chiselled features. His voice is soft but the words tumble out with barely suppressed excitement. One moment his eyes are shining with boyish enthusiasm about his work, the next they're dulled with discouragement at the difficulties of convincing University administrators (most shy on first-hand experience with educational development) that the program is worthwhile.

The warmest endorsement of his efforts comes from the professional faculties. The Faculty of Law was among those that invited him to sit in on classes and talk to students. "He was very effective, not at all dogmatic or doctrinaire," says Dean Martin Friedland, one of about a dozen law professors to participate in Tiberius's program. "At first we were afraid he'd try to fit us into a mould, but he recognizes that there are lots of different teaching styles. He didn't interfere with the subject, just made us aware of student concerns. Also he could observe what seemed to be working well for each of us and reinforce the good things we were doing."

That program in the Faculty of Law is pretty typical of the way Richard Tiberius operates: once a faculty or department has decided to use his consulting services, an announcement is made and faculty members are invited to participate. (Several of the organizers usually volunteer in order to reassure the fainthearted.)

Tiberius begins by meeting with the teacher to find out: a) how he perceives the students; b) how he thinks he is perceived by them; c) what he sees as the main role of each of his courses within the entire educational program of the student; and d) what he views as the inherent problems in teaching his particular subject to the particular group he faces. Along with this face-to-face meeting, Tiberius picks up pertinent class lists, schedules, and information on tutorials, books, and handouts.

The teacher usually asks not to be given advance notice of a class visit but Tiberius always tries to let him know when he's there. Then he sits as close to the back as possible, which enables him to observe the verbal and non-verbal responses of both teachers and students.

Meanwhile he's sorting out the relative importance of his various observations to identify the dominant patterns that emerge. Are there sequences of interaction (such as setting up and solving problems) that are repeated over and over? Is the teacher's attitude towards his students implied by his behaviour? Is he supportive and sympathetic, or condescending, angry and defensive? Are the students interested and respectful or distrustful and bored?

Just before the end of a class, the teacher introduces Tiberius as having been invited specifically to help the teacher improve his teaching. Then he leaves and Tiberius



*Tiberius: those who can, teach the teacher*

Photos, including cover, by David Lloyd



## Northrop Frye: the better to see

Northrop Frye entering the classroom is the epitome of scholarly dignity — punctual yet unhurried, abstracted yet far from absent-minded.

The course is on the mythological framework of Western culture and, almost immediately, Frye begins to put a list of demonic symbols from the Old Testament on the blackboard, briefly explaining each reference as he writes.

He sits at the desk and changes from distance glasses into a pair for reading; both have gold wire rims. Then he reads, with a dandy deictic of flamboyance, from the Bible.

The reading over, he again changes his spectacles to gaze silently around the room. He launches his commentary on the passage, pausing occasionally to watch the students take notes. About half his listeners are not enrolled in the course. They just come to hear Northrop Frye. "The way we act towards him must have something to do with his style," says student Patricia Jermy. "We're all aware of his reputation before we meet him so we can't help but regard him with awe. There's a hush when he enters. I think most of us are more attentive than in other classes. He must sense that and respond to it in some way."

Frye does indeed sense the effect of his reputation on students and it makes him uneasy. "There is a danger of becoming a personality in your own right and taking over from the author you're teaching. A teacher has to resist that. I want to be as transparent a medium as possible for my subject."

Testing the students' understanding, Frye asks a question and several contribute to the answer. Satisfied, he again dons his reading glasses and turns to another passage.

"I'd rather teach undergraduates than graduates," he says, "because graduates should be in a position to teach themselves. Also, my teaching and my writing rather feed into each other. If I were to stop teaching, I would be deprived of a considerable step in my writing." Presumably with his writing in mind, Frye will take notes after a lecture but never before. "I trained myself to lecture without notes so I could keep in closer contact with the students. It seems to work out reasonably well."

A young woman raises her hand and asks a question. Rising to get a better look at the questioner, Frye fumbles to change out of his reading glasses. He asks her to rephrase the question and she complies, while he strains forward, peering down, apparently lip-reading.

"He dignifies every question with a considered answer," says student Bill Maclean, "though when a question has been particularly stupid, his answer can seem ill the mark. But he always responds receptively to questions in class and, though he's sometimes described as a resident deity, students aren't too intimidated to go up and talk to him afterwards."

In response to the young woman's question, Frye walks over to the board and pokes repeatedly at the word "dragon," explaining that that particular demonic category includes Leviathan, Behemoth, and the whale that swallowed Jonah.

"I don't want to miss a word in his class," says student Rob Glass. "I've tried reading the Bible before but never managed to get very far. He makes it so clear."

Meagher. that's entertainment, too



## John Meagher: the world's a stage

John Meagher teaches religion irreverently.

"I was warned that taking his course on the synoptic gospels could really screw up my faith," says Patsy Donnelly, a student at St. Michael's College. "It's true that he's sceptical about traditional interpretations of scripture, but I haven't found it a threat to my faith because he deals with the text exactly as it is. He subjects the material to sharp analysis which I find illuminating and very positive."

Meagher himself says part of his job is to demystify of authority. He considers most secondary sources unsound — merely elegant opinions based on a superficial command of the text. He tries to help students acquire a fundamental mastery of primary sources. The process familiar — sometimes Socratic, often theatrical, usually dull.

When the students persisted in finding Old Testament references foreshadowing the birth of Christ, Meagher had his own way of challenging their assumptions.

As he handed out mimeographed lists of readings for the next session, he hummed a familiar tune. After distributing the papers, he asked his students what he had been humming. They all agreed it was *God Save the Queen*. "Had they been American, they would probably have said it was *My Country 'Tis of Thee*," he says. "All they were actually getting was the tune. The name they gave it said more about their own cultural conditioning than it did about the music... or the foreshadowing."

To illuminate the cultural conditioning of Biblical peoples, Meagher assigns roles — a Pharisee here and a Hellenistic pagan there — while he himself plays an Athenian challenging the values of the others. In the ensuing exchange, the students are forced to pull out their impressions and put them together. "It focuses their

understanding," says Meagher, "and often they're surprised to discover how much they know."

Patsy Donnelly, who enrolled in the synoptic gospels course because she'd been impressed with the Shakespeare course she took from Meagher last year, enthuses: "At the end of the year, he told us there'd been a time when Shakespeare had been his gospel. Then he read all his favourite passages with great feeling. He always maintains a professional stance, but in a very human way."

After lectures, he invites the class to join him in the Brennan Hall lounge for coffee and discussion. The students all have his home phone number and know they're always welcome to stop by his office. Come party's end, he throws an unscheduled class year at his house.

"Teaching used to be an earnest labour for me. By my mid-to-late thirties, though, I began to shed my self-consciousness and have more fun. Now my classes are a lot jollier and I think the material is more intelligible."

Donnelly enjoys Meagher's theatricality and extended plays on words but her respect for him is inspired by his scholarship. Student Eric Pellow shares that esteem. "He understands the origins and subtleties of language," says Pellow, "so his interpretations of specific words can cast light on an entire passage. To help us do more of that ourselves, he's promised us a six-week crash course in Greek."

Despite that linguistic proficiency, Meagher tends to lard his lectures with slang. "Solomity in the preservation of scholarly material is unnecessary and often derailing. It can make lively things seem static."

Just as he wants to remove any barrier between subject and student, he sees no virtue in being aloof himself. "When he goes, he admits it," says Donnelly. "When we go, he doesn't jump all over us."

## Bill Graydon: a sense of balance

Bill Graydon's father used to manage Shea's Hippodrome, the Toronto theatre where all the big-name vaudeville acts performed 50 years ago — which helps to account for the fact that Graydon's teaching style today is pure music hall: a steady stream of patter full of jokes, aphorisms, and homespun philosophy. "I like to hear people laugh," he says, "and it's a good time to insert serious thinking. When students are enjoying themselves, they trust you, and you can slip the learning in with the fun."

William Frederick Graydon, 59, teaches thermodynamics to third year chemical engineering students. The subject may seem remote to most people, but to him it's the key to social action and spiritual inspiration. There's evangelical fervour in his voice when he talks about it. "I might sound like a madman up there, but this course isn't just about jokes; it's about lifting the load off people's backs."

"In classical thermodynamics the processes are assumed to be reversible, idealized, perfect. I start with those, then relate them to the real world. You can't risk on models; you have to risk on reality. And thermodynamics is an excellent vehicle in any honest appraisal of reality. I'm always quoting from the Bible and Shakespeare to my students because the truths in those books tie in so beautifully with the truths in thermodynamics."

A stained glass window in Graydon's office door bears witness to his ecclesiastical zeal for his subject. The window depicts a hand pointing heavenward, a flame, and a balance — symbolizing the first and second laws of thermodynamics. He explains: "The first law says there is a balance in the world, a justice, a conservation of energy. The second law attests to man's fallibility. It says that every real occurrence is irreversible. Adam fell and man is born to trouble as the sparks fly upward. Those laws are comforting because they remind us that perfection isn't possible on earth. Naturally we should do our best, but striving to be perfect is arrogant and just results in bitten fingernails and trips to the Clarke [Institute of Psychiatry]."

To hear Graydon talk about thermodynamics, you'd think nothing could matter as much to him — but he's at least as zealous about his students. As soon as he receives his class lists in the fall, he tracks down the students' photographs and pores over them until he's memorized names and faces. When the students come in for their first class, he's able to greet each one personally. His next steps is to set up a schedule of individual interviews.

"I want to know every student by name and understand how each one thinks. Without that personal relationship there can be learning, but there can't be teaching. This University was built on the tutorial system. Unfortunately we've strayed from the original intent. Bigness combined with efficiency is inhuman."

That concern is appreciated by his students: "Memorizing and manipulating mathematical symbols is secondary in Graydon's course," says John Helou. "To him, understanding is everything. He doesn't give you the answers; he leads you to them."

At the beginning of each class, Graydon gives a 10-minute test on the material covered in the previous lecture. Immediately after the class, he glances through the tests to see who has understood and who hasn't. The former will be congratulated; the latter, invited for a private tutorial.

"He doesn't want us to cram because that sort of knowledge is forgotten right after the exam," says Ann Kostas. "He worries about what we'll retain in 20 years."

picks a random sample of students by cutting the class list up into individual names, shuffling them in a little heap, and drawing six. The names are announced and, provided they agree to participate, the students come forward to arrange a meeting. Tiberius briefly explains how information from the group will be used and assures members of their anonymity.

The group's purpose is not to solve problems or achieve consensus but to identify issues relevant to the teaching of a certain course. Tiberius begins by getting the students to talk about their attitudes to the course and their experiences with it. Then, when that phase exhausts itself, Tiberius tests students' reactions to certain quotations or events he has noted during the class. His aim is to find out if students share his hunches concerning the teacher's attitude and pattern of communication. Finally, he tries out his own interpretations on the students.

"By following this sequence, I get surprising comments I could never have foreseen and therefore couldn't have elicited by designing a questionnaire," he says.

The students' first inclination is often to view the group discussion as a gripe session. Tiberius tries to get them to focus on issues rather than criticisms. For example, there could turn out to be a gap between the students' expectations and the teacher's intentions: both sides would be experiencing frustration with neither realizing why. But once an objective observer had pointed out how they were operating at cross-purposes, they could adjust their attitudes and approaches.

A recurring issue revolves around the way teachers ask questions. What a teacher regards as Socratic dialogue designed to engage students' minds, the students might see as a dogmatic drill in which they attempt to discover precisely what is on the teacher's mind. Tiberius calls the exercise "find the thimble".

"Making students answer specific little questions is an insulting and degrading game unless the terms are negotiated in advance and the students agree such a drill would be useful. That done, a teacher can actually add humour to the exercise by firing off questions, pointing to each respondent, and snapping his fingers to keep things clipping right along. If students agree that something is for their benefit, almost any technique is acceptable. It's what's behind a question that's important: is it meant to enrage or humiliate students while stroking the teacher's ego?"

## Ralph Scane: a lot of will-power

"Wills and trusts is not exactly a swinging area of law," says Professor Ralph Scane, Q.C. "There's not much public interest and there's a lot of hard slog. But I happen to think it's important — both intellectually and practically — and I want to communicate that. I don't mind in the least if a student says 'that guy up there is probably nuts, but he sure is enjoying himself.'"

His students are enjoying themselves, too. With his eight years' experience in the courts and in commercial practice, Scane, 47, offers practical advice, wry anecdotes, and an intricate understanding of how the law works. His advocacy background is evident in the clear voice, deliberate pacing, and precise yet rhetorical use of the language. Before all that starts to sound too formidable, let it be hereby be known that his two favourite expressions are "willynilly" and "piddie".

"He's a personable person with great enthusiasm for his subject," says student Catherine MacLeod. "I'm sure he has a great caring feeling for his students and how we're going to operate in the world when we're out on our own, because he obviously puts his heart and soul into his

Scane: a foot on nobody's neck

lectures. Thanks to his practical experience, he has credibility; and because he's very, very learned, he has depth. His lectures are peppered with hundreds of mythological allusions."

Scane is dispassionate in describing his own style. He claims that when he first started teaching, he didn't know any more than his students; he just knew it 20 minutes sooner. The closest he came to formal teacher training was being told by an older colleague that "there's only one thing to remember — get your foot on their necks before they get theirs on yours."

"When I was younger, I made a deliberate attempt to be fierce and forbidding," admits Scane, "but now I know what my colleague's advice really meant. You've got to have enough confidence in yourself to be relaxed with students, otherwise they'll get you down."

What his students see as carefully planned and paced presentations, Scane himself describes as a basic idea that comes out in a stream of consciousness: "I'm essentially a stand-up lecturer. Others teaching here are more Socratic, inferring their way towards a principle, evoking answers, pointing out weaknesses.

Even more destructive than find-the-thimble is a game Tiberius calls "where's-the-hammer". The scenario could go like this: a professor who has taught a complex literary work for the past 15 years asks his students around the seminar table to sum up the main point of the text, which they have just finished reading for the first time. After several students have struggled to give him what he wants, the professor offers his own synthesis, at once incisive and elegantly worded. He has goaded the students into parading their ignorance then pulled out his "hammer" and clobbered them... hardly an incentive to stimulating discussion.

Tiberius makes it clear to the six students in his discussion groups that he's not looking for a consensus or a winning argument on the relative merits of a teacher's technique. He looks for reaction (not necessarily verbal) from each person on each comment. The most important characteristics of teaching, he says, aren't so clear-cut that students are unanimous either in supporting or condemning them. The next step is to get the teacher's reaction to the list of issues generated by the students.

"That technique is far better than impersonal questionnaires," says electrical engineering Professor Ian Dalton. As chairman of his faculty's teaching methods committee, Dalton invited Tiberius to sit in on engineering classes and even agreed to be a guinea pig himself. "In the professional faculties," says Dalton, "I don't think we're particularly sensitive about anyone meddling in our personal involvement with the subject matter. Most of us see our job as imparting concrete, impersonal facts. A fact for me is a fact for my colleagues. I'd just like to be able to put it across as effectively as possible."

"Tiberius had very useful personal things to say. On the whole, I was relieved at the comments my students made to him. It was a comfort to know I wasn't considered a total disaster. There were some criticisms and I've been trying to act on them, though not in any systematic way. For example: I like to tease, and several students thought I was



That style makes a lot of sense in law school but I don't happen to think I do it as well as my colleagues."

Scane will probably never suffer in comparison as long as he continues to play up his assets.

"There's a sense of unfolding drama in his lectures," says student Brian Livingston, a mechanical engineering graduate who edits his class newsletter and serves with Scane on the joint staff/student committee of the law faculty council. "After more than 10 years of teaching he must have been over the material time and time again. But it never seems as though he's

just putting the needle on the same old scratched gramophone record."

Any credit for freshness in lectures belongs to the students, insists Scane: "The calibre of student you find here is the most invigorating aspect of teaching. The way a student phrases a question can stop me in my tracks and give me a new slant on a part of the course I haven't rethought in years. It keeps me young intellectually."

Scane says he tries to avoid being introspective about his teaching. "As soon as I start thinking about it, I start worrying."



deriding them, so now I go a little easier. Also, some seemed to think that in giving them hard tests I was trying to embarrass them when really I was just trying to stretch them, to get them to be on top of the subject."

Within the Faculty of Medicine, Tiberius's consulting services have been extensive enough to warrant a cross-appointment to the Department of Family & Community Medicine. Department chairman Dr. F.B. Fallis says Tiberius is a valuable member of his staff. "Ours is such a relatively new discipline, we feel we really need some educational expertise."

Last summer, after teaching had been given a more prominent place in the University's official policy on promotion, Tiberius returned to the engineering faculty to help devise methods of evaluating teachers.

But just what does make a good teacher? Education Professor Edward Sheffield tried to offer insights, if not answers, by editing a book entitled *Teaching in the Universities: no one way*. In it, 23 professors, identified by their former students as excellent teachers, present highly personal accounts of their views on teaching and their ways of going about it.

Based on comments from both the teachers and the students, Sheffield compiled a list of what he interpreted to be the 10 most important characteristics of effective university teaching. In the order of the frequency with which they were mentioned by his contributors, those characteristics are:

- master of subject, competent
- lectures well prepared, orderly
- subject related to life, practical
- enthusiastic about subject
- approachable, friendly, available
- concerned for students' progress
- had a sense of humour
- warm, kind, sympathetic
- used teaching aids effectively.

To offer a glimpse of those qualities in action at U of T, five professors (see boxed stories) have been selected (somewhat arbitrarily) on the basis of repeated recommendations by their students and colleagues.

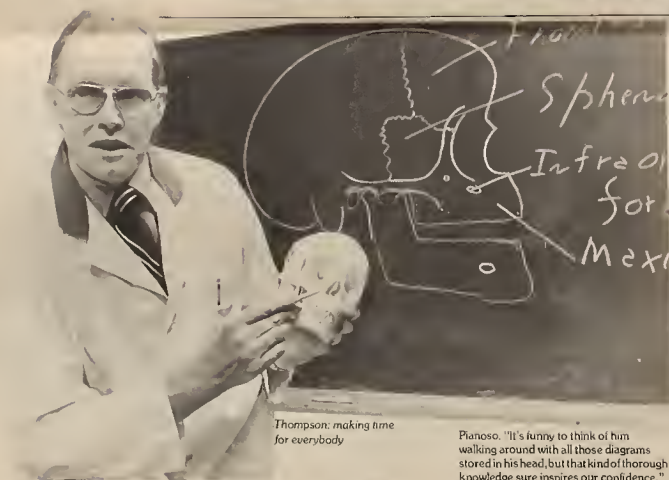
Northrop Frye is already renowned as literary critic, Chancellor of Victoria University, and recipient of numerous distinguished awards and honorary degrees. Frye the teacher is just as deserving of recognition.

Since the early sixties, every student in U of T's medical school has worked with Dr. James S. (Jim) Thompson. He lectures in three types of anatomy—gross, radiological, and surface—as well as conducting laboratory sessions. But his reputation is built largely on the bonus time he willingly spends helping students to understand his subject.

Ralph Scane is noted in the Faculty of Law for his ability to make property law, wills, and trusts seem understandable, entertaining, and worthwhile. His practical, rather than academic, appreciation of the law is considered to be his biggest of many assets.

John C. Meagher teaches what could be called "applied religion" at St. Michael's College, and William F. Graydon teaches "theological thermodynamics" in the Department of Chemical Engineering & Applied Chemistry. Both men regard their subjects as being at once workaday and transcendental and both have a love of theatre that makes their classes memorable.

All five professors are active and accomplished in other areas besides teaching. Some write, some do research, some serve on committees, and some do all three; but for the purposes of these articles, the spotlight will be strictly on their pedagogical skills.



Thompson: making time for everybody

## James Thompson: the inside out

Dr. James Thompson doesn't show slides in his anatomy lectures. He knows it would be foolish to turn out the lights on 250 first-year medical students whose workload makes them skimp on sleep.

Thompson prefers to draw his anatomical diagrams on the blackboard with

coloured chalk. He says it builds rapport with the students and gets his points across far more effectively than slides, anyway. He begins by sketching the day's target area, perhaps a cross-section of the abdominal cavity. Then, moving along the blackboard, he does detailed sketches of specific muscles and organs, viewed first from one angle, then another. The colours—orange, purple, red, blue, brown, and yellow—are as bold as the strokes he makes in charting our inner convolutions.

"He must have the whole body memorized," marvels student Paul

Pianoso. "It's funny to think of him walking around with all those diagrams stored in his head, but that kind of thorough knowledge sure inspires our confidence." Student Miriam Myers is impressed by Thompson's ability to be enthusiastic about each diagram "though he must have drawn them all a hundred times".

To keep lectures fresh, the veteran teacher tries to surprise himself from time to time by using household gadgets to illustrate important anatomical points. Wire handles on a plastic pail can be raised and lowered to show how the rib cage moves, increasing and decreasing the volume of the chest cavity. Two cardboard triangles on a piece of kitchen twine can be manipulated to show what our vocal

cords look like when we whisper. A light bulb and a plastic bag represent the testes in relation to adjacent tissue. The demonstrations are vivid, imaginative, and full of functional humour.

Even as a medical student, Jim Thompson knew he would prefer teaching medicine to practising it. His father taught biology at the University of Saskatchewan (going on to become president of that institution for 10 years) and Jim always enjoyed the intellectual stimulation of the academic world. He almost seems to stand in awe of his students. "These are very bright people," he says. "Each year there are about 2,500 applicants for medical school. Only one in 10 is chosen. These are the top 250, and it's obvious from the questions some of them ask."

He's really dedicated to those students, says Miriam Myers. She has gone to his office at 5 p.m. to ask for help with an academic problem and, even though he had on his coat and was on his way home, he took time to offer a detailed explanation. Paul Pianoso says Thompson gives the impression he'd be willing to drop whatever he was doing to answer a student's question.

Making the subject clear isn't as easy as it was when Thompson began teaching at this University in 1963. About ten years ago, the anatomy program had to be condensed to make room in the timetable for relatively new courses, such as immunology and medical genetics. Thompson has had to be more selective about his material, cutting out some things that could improve the students' overall understanding of anatomy.

"I'd like them to feel I was doing my best to assist them in their learning so they'll be good doctors," he says, leaning forward earnestly. "I hope that someday they'll be able to look back on this course fondly, not just as a hurdle that had to be passed."

# Red man's burden

By Norma Vale

*"Indians have received a clear message from white society that their lifestyle isn't any good. They have been hunted down, driven onto reservations, forbidden to practise their religion, and made to speak English. In short, they have been forced to abandon the way they are. Their way of life has been devoured. We have defined them as fourth-class human beings. Four hundred years of contact with the colonizing peoples from Europe and the rest of the world have failed to assimilate them. Attempts to turn them into carbon-copy Europeans have resulted in much confusion and pain for both the native and his savours, with only gradual changes in the process of assimilation."*

When Harvey Armstrong talks about the pain and confusion of the Canadian native, he speaks from first hand knowledge. A psychiatrist at the Clarke Institute of Psychiatry, Armstrong has made frequent trips to northern Ontario over the past seven years to treat Cree and Ojibway Indians suffering the emotional effects of their inability to cope in a white man's world.

This inability is reflected in the grim statistics he cites, his anger barely disguised: "Their life expectancy is under 40, compared with whites, the murder rate is 10 times as high; the suicide rate, three times as high; infant mortality, three times as high; alcohol abuse, four times as high, and child abuse up to 15 times as high."

Dr. Armstrong is the co-ordinator of a Department of Psychiatry program that has been sending psychiatrists to the Sioux Lookout Zone since 1971. The zone is located 1,300 miles northwest of Toronto and is populated by about 10,000 Indians living in 27 small communities whose only link with the outside world is by air or two-way radio.

In the last hundred years these Indians have been transformed from hunter-gatherers, living a very disciplined life, to being a highly dependent, subjugated people who have lost their mobility and much of their hunting, trapping and fishing skills. They now have low incomes and substandard housing, without central heating, electricity or plumbing. Because of acute housing shortages, accommodation must be shared with relatives and friends, forcing cramped living conditions.

The men's reaction to being demoted from hunter or fisherman to the lowest rank of wage-earner or welfare recipient is angry and depressive. With work scarce and recreation limited, alcohol often becomes a means of escaping reality. Status has been replaced by hopelessness

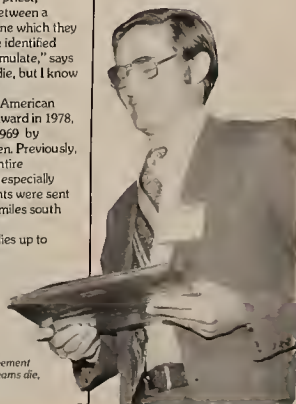
and passivity. The women, too, have few employment or recreational opportunities, says Armstrong, and either work in their parents' homes or simply pass the time away, subject to sexual drives which frequently leave them single parents: "If they marry, life is very hard. They live in spaces which they must share with older relatives who may prevent them from developing a sense of autonomy. Their passively expressed frustration may repeatedly trigger their husbands' anger."

Adolescents at Indian Affairs School are subject to a rapid turnover of teachers, each of whom, says Armstrong, seems to promise materialistic rewards and a more glamorous lifestyle in return for learning. Yet the reality is that their education excludes them from glamorous northern occupations such as doctor, nurse, priest, teacher, geologist, and pilot. They are torn between a culture which is hostile to them (white) and one which they have difficulty accepting (Indian). "They have identified with figures whose lifestyles they can never emulate," says Armstrong. "I do not know how the dreams die, but I know that the process is very painful."

The Sioux Lookout project, which won an American Psychiatric Association Gold Achievement Award in 1978, began as part of a larger program started in 1969 by Dr. Harry Bain of the Hospital for Sick Children. Previously, there had only been one doctor serving the entire population. As a result, psychiatric disorders especially tended to be ignored or mishandled, or patients were sent to Lakehead Psychiatric Hospital, about 500 miles south of Sioux Lookout.

Today, the Department of Psychiatry supplies up to

Armstrong with the APA Gold Achievement Award; he may not know how the dreams die, but he knows the death is painful





This Indian Family in Rat Rapids had to flee their Department of Indian Affairs home because of violence and drunkenness

three or four psychiatrists to the zone hospital each month. About 21 staff psychiatrists and six psychiatric residents fly into the zone on a rotating basis, year round, except for about six weeks during winter freeze-up and spring break-up, when aircraft can't land. Each psychiatrist visits the zone for a week, once or twice a year. They are assisted in their work by two full-time social workers, nurse practitioners at nursing stations in the seven largest villages, and native community health aides, all of whom provide support and carry out treatment programs established during the visits.

A visit usually begins with a day or two of rounds at the zone hospital; the next few days are spent at more remote villages where the psychiatrists meet with people referred by community leaders. To build personal relationships between themselves and the natives, they try to visit the same villages year after year.

Despite the attempt to establish a pattern of familiarity, Armstrong points out that the limited length of time for visits is a problem. "There are many cases to see, and communication with the people we see only intermittently is very slow. Interviewing, to be meaningful and effective, requires a lot of waiting for thoughts to come to the surface. We usually choose to spend more time with a limited number of patients rather than shorter time periods with more people."

There are other obstacles to the success of the program besides lack of time. Most obvious are the barriers that geography, climate, and the scattered nature of the villages create. Language and cultural problems, however, are the most difficult to overcome. Indians are reluctant to discuss emotional issues (their language does not contain words such as "worry"), especially with whites, and they have little confidence in white medicine.

The language difference means translators must be used, but finding a translator the patient can trust often proves difficult. Cultural differences make case identification an ever-present worry — one partially alleviated by the the psychiatrists' ensuring that family and community members are fully satisfied the patient is acting abnormally by the community's own standards. Most of the syndromes seen by the psychiatrists have their counterparts in southern Canadian society. Schizophrenia and other psychoses, and some types of depression, appear in forms not too dissimilar from those seen in white people. Occurring with greater frequency, or in different patterns, are problems such as severe alcohol abuse, gasoline sniffing, and hysterical "fits" or convulsions often experienced by teenagers as an expression of the anger and desperation they feel.

To evaluate the success of the program, Armstrong notes that before it began there were usually about 25 natives from the zone in Lakehead Psychiatric Hospital. Now he says there is seldom any need for them to go there. Despite this, the future of the Sioux Lookout project is in jeopardy. The possibility exists that it will be a victim of government cutbacks, losing the \$55,000 it receives from Health and Welfare Canada.

"This program, like many other Indian service programs, is in danger of budget cuts," says Armstrong, "because the Indians are the least likely to be able to protest about it effectively."



Armstrong with Indian kids at New Osnaberg the past, unfortunately, is prologue



# On-Campus

## Something old, something new: the campus is alive and well, thanks

Undergraduates look much the same as they always have, alumni who come back on campus are wont to notice, but the mood is different. The Germans call it the *zeitgeist*, that complex of things that create the spirit of the times.

Consider, for instance, the number of centres, publications and programs geared to women: the consciousness has been raised and continues to rise. Not just undergraduates, but even alumni groups have been bitten by the bug. The library science alumni sponsored a seminar on *Stories Daddy Never Told You: Destroying the Myth*. In May, UC alumni will sponsor a symposium on *The Managerial Woman*, conducted by authors Dr. Margaret Hennig and Anne Jordin, whose doctoral thesis at the Harvard Business School became an American best seller. For tickets to this

consciousness raising, call the UC alumni office at 978-8746.

The concern about jobs is also more than apparent, and because getting a job on everyone's mind, the University has responded by increased services and resources to assist students to secure career employment. Career Counselling & Placement runs heavily attended counselling sessions on Monday and Wednesday throughout the academic year. (Alumni with the same problem can also avail themselves of the career counselling service.)

The "search for community" is also being accelerated, as students attempt to cope with the impersonality of the huge U of T complex. All the colleges, in their own distinctive ways, are responding to the feeling, and it is one of the reasons for an increased interest in alumni participation in both colleges and faculties. Victoria College Alumni, for example, are rewriting and updating the Vic song, and sponsoring an old-fashioned Victorian dinner dance in April at the St. Lawrence Hall — all in the hopes of increasing college identity.

Another growing phenomenon is the increased interest in ethnic roots: the new Hungarian studies program is one example and the production by the community relations office of pamphlets about the University in Chinese and other tongues is another. In February, Community Relations, in co-operation with the School of Continuing Studies, will offer a lecture on Early Black History in Ontario, with human rights adviser Dr. Daniel Hill as guest speaker.

Obviously some things never change; just as obviously, some are never static.

Janette Strong

## Healthy contribution

A \$500,000 donation from the Frank Gerstein Charitable Foundation will make possible the founding of a chair in community health at the University. The late Frank Gerstein was the founder of Peoples' Credit Jewellers and a philanthropist in the causes of education and health.

The chair is one of the projects of the Update program. The professor, to be chosen by a special search committee, will also head a new department of community health which will be established at Mount Sinai Hospital in conjunction with U of T. The five-year appointment will carry with it responsibility for the development of education, research, and community outreach.

## Youth that's not wasted on the young



She may not make the Guinness World Book of Records, but Mrs. Gladys Jennings (above, with 22-year-old Alison Rockett, a part-time undergraduate student) at least has a place in U of T record books. At 82, she is the oldest graduate ever to have earned a

BA from the University. She began her three-year course of studies in history, political science and anthropology in 1971 and graduated from Woodsworth College this past November. Mrs. Jennings is continuing her education at the fourth year level this winter.

## Fund of knowledge



Warren Goldring (above), author of *Your Guide to Investing for Bigger Profits*, began a two-year term as chairman of the Varsity Fund board Jan. 1. He succeeds Robert J. Armstrong. President and director of AGF (asset) Management Ltd., Goldring (UC '49) was born in Toronto and educated at Lawrence Park Collegiate, U of T (political science and economics), and the London School of Economics. He has a daughter attending University College and a son at Victoria College.

## Winning ways

Lee MacLaren, director of Private Funding, went to Washington to receive a Silver Mailbox Award from the Direct Mail/Marketing Association. Presented at the DM/MA's 61st annual awards dinner, the award (the highest in its category) was for the best fund-raising campaign, worldwide. This year's winners were selected from more than 400 international entries.

The competition is designed to recognize organizations and individuals who have conceived, produced, or used direct-response advertising programs that have been exceptionally successful in helping to achieve goals in sales, marketing, fund raising, or public relations. The University's Update campaign involved direct mail to 180,000 alumni as well as 9,000 faculty and staff; telephone blitz to alumni and staff; displays across campus and in local banks; billboards in downtown Toronto; and a personal corporate canvass.

## The 'true' mark of a scholar

High school marks are, quite demonstrably, pretty poor indicators of how well a student will perform in engineering at U of T. This is the conclusion drawn by Bernard Etkin, dean of applied science and engineering, from a study he conducted of 189 Ontario high schools whose graduates entered the engineering course at U of T in 1977. The study shows a wide variation in grading procedures among the high schools, with the result, says the dean, that "a student with a lower grade from one high school might be more qualified for our engineering program than a student with a higher grade from another school — and yet not be admitted."

To meet this problem, Dean Etkin has devised a means of adjusting a high school graduate's grade to a predicted first term engineering course grade. The adjustment is based on the average variation in marks between high school and first term university, as experienced by students in the study. Since grading procedures can vary in schools from year to year, it also takes into account the first term marks of previous engineering students compared with their high school marks.

Dean Etkin says the success in correctly predicting how students would fare in their first term work has been modest because, obviously, other factors such as maturity, motivation and outside events will also help to determine whether he passes or fails. "Our success was significant enough, however, to ascertain that we are being fair to students and giving them a better chance of getting into our program if they are really deserving. On the other hand, students with unduly inflated high school marks, who have little chance of succeeding in our program, are not admitted." He is going to recommend that the University use the method for adjusting grades for admissions to the Faculty of Applied Science & Engineering.

## Auspicious return

To encourage and honour donors of \$1,000 or more within a single year, former President John Evans formed the Presidents' Committee. The scheme was established last spring with a formal dinner for 150 members.

Now President James Harn has appointed C. Malin Harding as chairman of the committee. Assisted by a small executive group, Harding will present the case of the University to the donor community. Harding became the first chairman of the Governing Council in 1971 when the Board of Governors and the Senate were abolished. During his term of office, the Update appeal was launched.

A graduate of the University of Toronto Schools, he received his BA from University College in 1931 and was awarded an honorary LL.D. in 1977. His son and daughter graduated from Trinity College in 1970 and 1971.

## Quotables

"Man has failed in the pursuit of happiness more often than he should. We've erected taboos against pleasure. People get embarrassed or feel guilty if they're having too much fun."

Psychiatrist Jack Benbow, guest lecturing at Erindale College

# Alumniana



## ASIDE LINES

By Joanne Strong  
Department of Alumni Affairs

Do you remember 1954? Dien Bien Phu... Roger Bannister... Joe McCarthy cited for contempt... Nobel prize winner Hemingway... Winston Churchill celebrating his 80th birthday... racial segregation ruled unconstitutional in US public schools? That year, Marlon Brando complained in *On the Waterfront* that he "coulda been a somebody" and Grace Kelly won an Academy Award for being a simple Country Girl. In Canada, Vincent Massey was Governor General and Louis St. Laurent was still Prime Minister. The Chancellor of U of T was Dr. Samuel Beatty, and he graduated another bumper crop of bright young things who had no trouble finding jobs in the expanding Canadian economy. For that class of 574, this June, from the first through the third, is Spring Reunion, the time to come back on campus, celebrate and even commiserate a little. The other honoured years are 1909, 1919, 1929 and 1939; and, from the young colleges of Scarborough, Erindale, Innis and New, the graduates of '69.



Kobluk preparing his tanks: 20,000 lessons under the sea

For more than half of you out there, 1954 was part of childhood. The statistic has less to do with the death rate than with the huge graduating classes of the last decade, which has produced a skewed age distribution and younger alumni. In round figures, 55,000 (34%) of some 160,000 living alumni are under 30; and over half, 82,000 (51%) are under 38.

So for all you youngsters, here's something that should appeal: BONAIRE '79, a two-week exotic expedition to the Dutch West Indies conducted by Dr. David R. Kobluk of the Department of Earth & Planetary Sciences at U of T's Erindale campus; it's open to anyone over 18 interested in geology and ecology. Photography, taping sessions and lectures are all under water, using new sophisticated equipment. All inclusive cost: \$1,150. For further information, contact Dr. Kobluk, Erindale College, Mississauga, L5L 1C6. A little less exotic are the super tours offered by several Ontario university alumni associations. The Caribbean cruise is sold out for the March break, but Switzerland, Rio and the Orient holiday packages were still available at press time, and the popular Caribbean cruise still has openings on other departure dates. If you've lost your brochure on these tours or want further information about a particular one, call Professional Travel Consultants in Toronto at 869-1693. Speaking of trips, under the Accommodate Yourself plan, Guelph University's London (England) House is available to U of T alumni after April 23. Single rooms are \$50 a week, double rooms, \$60-\$65 (which certainly beats London hotel rates). For further information, call Bert Pinnington at Alumni House, 978-2355.

Do you know what the UTAA is? Have you ever heard from your alumni association? Do you read your newsletters? These and a series of similar questions were asked in a modest survey mailed to 1,500 graduates picked at random from the records computer. The questionnaire was designed to help the Department of Alumni Affairs communicate more effectively with its constituency. So far, the response, 480 returns, has been gratifying. When collation is complete, we'll try to give you a breakdown of the results.

Being an alumnus is like a life membership in a club, and, as in all clubs, there are some significant advantages to membership. Besides travel programs and the use of campus libraries and athletic facilities (including personal Keep Fit programs) at reduced rates, there are free lectures (you can get on a mailing list by asking), concerts, art shows and play productions — the UC Playhouse productions, for instance, are free. You are also welcome to browse the book stores and lunch anywhere on campus. In short, you should always feel at home. If in doubt about the use of any facility, check with Alumni House.

A new service, which should be a boon for program organizers in clubs, churches and schools is the Speakers' Bureau. An organization may request a speaker on almost any topic — a booklet is provided suggesting dozens of possibilities — and the bureau will produce a lively, knowledgeable faculty member who will tailor remarks to both event and audience. No charge will be made for this service, although the speaker may request an honorarium. Mary King at Information Services is the person to contact at 978-4933.

President and Mrs. James Ham had the presidents of the campus alumni associations — all 33 of them — to dinner this fall. (Was it a "Parade of Presidents" or a "Pride"? ) Another president, Helen Pearce of the UTAA, was co-host and the University's principals, deans and directors were also invited. The President wants the heads of colleges and schools to develop closer ties with the alumni, to see and use their potential for service, so the dinner party was to emphasize that alumni are very much part of the University "family". President Ham will also make a swing through the West, this winter, visiting the alumni branches, usually as dinner speaker at the various annual meetings.

Did you know that there are 13 students from the People's Republic of China at the U of T? They are not taking degrees but two- and three-year courses composed of subjects like English literature, Canadian history, western philosophy and modern American authors. They are mostly English teachers at Chinese universities, although a few are training for the government and diplomatic corps. (Maybe someday there'll be an alumni branch in Peking?)

Friends of the Trinity Library found, at their Trinity book sale, that although Harlequin may sell millions of copies around the world, on campus they are strictly remainders. Over 9,000 used books were sold for a profit of \$5,000 for the Trinity Library and the leftovers were mostly Harlequin romances and their like. Three thousand leftover books, even paperbacks, are a headache for a book sale converter, but Mrs. R.R. Bradfield found booksellers to cart them away to less literate markets. Although unsold Harlequins may say something for the literacy level of Trinity students, faculty, alumni and friends, a question remains: Who donated them in the first place?



That somehow reminds me that if you've been feeling mentally creaky lately, what you may need is a little cerebral stimulation. For those who have no time for a year (or even a night a week) back at university, many alumni associations offer single lectures or symposia. Among those slated for the next few months are: the nursing alumni lectureship in February; Vic's Mind and Matter five-lecture series; Senior Alumni's Canadian Perspectives spring series; and UC's two symposia — one in January and one in May — in co-operation with Trinity alumni, on the Managerial Woman. Watch your newsletters or call Alumni House for further details.

If you wonder where the money went, the \$53,000 profit from the Franklin Mint Sesqui Plates sold to alumni last year will buy 1,400 new academic hoods for convocations and a new sound system for the hall. This is in addition to the new lectern already purchased. UTAA has taken on Convocation Hall as its special concern because it was constructed originally through alumni fund raising. The new hoods are the kind of "frill" the University can no longer afford: the price tag is over \$40,000. Since no one wants students graduating in frowsy old tatters — it mars the importance of the occasion for one thing — the administration is pleased about the UTAA decision. Exactly, said President Ham, the kind of place that alumni funds should go.

## Return of the 'natives'

When the Senior Alumni Committee came into existence two years ago it recognized that its on-campus activities could quite easily become part of the problem, rather than part of the solution: how could it complement existing services without competing with same? Quite well, it seems. "We offer our time and expertise freely — but we have no wish to take over or tread on any toes," assures the committee's president, Wilson Abernathy. There have been no broken — or even bruised — toes.

While part of the committee's work involves, quite naturally, older graduates — the Preparation for Retirement lecture series and the daytime Canadian Perspectives (see below) lectures, for example — the senior alumni's involvements go well beyond that not-so-narrow field.

Through "Alumni Talent Unlimited" the committee has provided some volunteers needed to help staff the writing lab and conversational English classes for the International Student Centre. Volunteers have worked with Campus Tours as their telephone assistants and as campus guides. This fall they have introduced visiting librarians from Wayne State University to the beauties of the campus. Twenty resource people worked with the Career Counselling & Placement Centre, auditing career talks and recommending some new approaches.

SAC found the volunteers invaluable in co-ordinating and conducting its November Preview Day tours of the campus. Says Molly Watson, acting director: "ATU members were terrific. They helped us take care of the last minute disasters and crises that 1,800 high school

visitors can create. I only hope they will give us five days next year instead of three."

Joe Evans, former U of T registrar and alumni director, is active on the committee which carefully screens local newspapers for items of particular interest to the University Archivist. And those hundreds of old unidentified photos in the Archives office will be neatly tagged and properly catalogued when the Senior Alumni Committee has finished with them.

"It's fun," says Abernathy, "and it's our way of thanking the University for what it has given us."

### The Senior Alumni Lecture Series Canadian Perspectives

The Senior Alumni Committee invites senior alumni and friends to its informal, daytime, academically oriented lecture and discussion series.

DATE: Wednesdays, April 4 to May 2 (inclusive)

TIME: 9:30 a.m. to 12 noon

PLACE: Room 179 (Media Room), University College

FEE: \$15 per person; \$20 per couple (includes coffee and a light lunch after April 4 session). At press time, three of the five lectures are:

April 11 — Prof. David Kohluk, Department of Earth & Planetary Sciences, Erindale College, on "Corral Reef Research and Canadian Oil".

April 18 — Prof. Edward Llewellyn Thomas, associate dean, Faculty of Medicine and member, Institute of Bio-Medical Engineering, on "Medicine and Engineering".

April 25 — Dr. Thomas C. Clark, director, Office of Research Administration, on "Research at the University — Humanities, Social and Physical Sciences". For further information, contact Dr. William Gleberzon, 978-8991.

If you wish to have your name placed on our mailing list, fill out this coupon and mail to: "Canadian Perspectives", Alumni House, U of T, 47 Wilcocks St., Toronto, Ontario M5S 1A1.

Name

Address

Postal Code



## VIEW FROM THE 'BRIDGE'

By Bert Pinnington  
Director of Alumni Affairs

The column is a pitch — pure and simple. My purpose in writing it is to convince you that you have obligations you may not have thought of.

Obligations? We frequently see or hear the universities of this province misrepresented in the media and in private discussion. It is you they are talking about! I suggest that every graduate of the University of Toronto has obligations in four areas: personal, family, public and pragmatic.

Personal... because each of us holds a degree, diploma or certificate. Is it really true that your post-secondary education hasn't mattered to you? If it is true that academic excellence is being diluted nobody has a bigger interest than an alumnus in correcting the problem.

Family... because alumni are parents or relatives of students or potential students. As such, they owe it to themselves to ensure these young people they can get the best education possible.

Public... because a large portion (over 80 percent in recent years) of the cost of our education was paid for by the taxpayers. From this investment came most of the leaders and "high profile categories" in our communities. If public confidence in the University has started to wane, surely the graduate has a special obligation to learn the facts, correct what he or she can, and speak out.

Pragmatic... because so many alumni occupy special places in business, industry and the professions. If the University is not provided adequate resources to properly train candidates for your business, industry or profession, where will it be in a decade or two?

What can an alumnus do? First, be concerned. Get the facts. Question the deans, principals and directors and find out in detail about the difficulties the University faces. Then act. Action can vary from raising issues on public platforms to enlightening misinformed critics at cocktail parties. Challenge the media when they produce incomplete or inaccurate reports.

It has been said often — and wisely — that established institutions like ours ebb and flow with the fortune of our society and economy. Even accepting the wisdom of this, do you feel that passive observance is enough?

## Quotables



"... our whole fragile tradition of art and thought is neither an amusement nor a yoke. For those who have steeped themselves in it, it provides both a guide and a goal for surpassing all the half-baked ideologies that have blown up at our feet in this century. It is mankind. Sitting comfortably in the present and looking forward to longevity in an unknown future

does nothing to ensure our survival nor even to make it desirable. In any case we do not live in the future; we live in the present, and all we have to guide us in this present is the accumulated thought and experience of those who have lived before us."

Poet-historian George Faludy (pictured above) in his Convocation address Nov. 29

## Quotables

"It is hard for us, without reflection, to find virtue in non-material achievement, but think for a moment of the Olympic Games. Society has little problem in rejoicing in the excellence of athletes trained with a discipline paralleled only by that of a doctoral candidate. This celebration of the best in human physical achievement stirs the hearts of mankind across the globe. If only we could see the same value on intellectual achievement."

Dr. R.H. Painter, acting dean, S.G.S. in his Convocation address, December 1



# R and D

## Trying to make 'riding on a cushion of air' as pleasant as it sounds

The citizens of La Crete, Alberta, 400 miles north of Edmonton, are getting across the Peace River on an air-cushion ferry that refuses to be stopped, either by the fall freeze or the spring thaw.

And 14 miles north of Toronto, a research program is being conducted that could offer further ways to beat harsh travel conditions in the North, again through air-cushion technology.

But not all of this type of sailing is smooth.

Professor P.A. Sullivan of the Institute for Aerospace Studies directs a research group looking into design problems that have plagued the air-cushion vehicle industry since its beginnings in the 1950s.

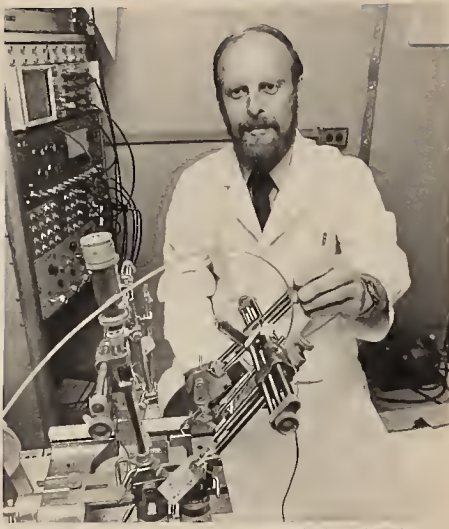
The group is attempting to determine mathematically why air-cushion vehicles tend to go into oscillations as they encounter obstacles.

Various countries, including Japan, Sweden, France, the United States and the Soviet Union, are developing air-cushion vehicles for military use, with special concentration on amphibious craft that travel over the water and across the beach in one clean movement. But in Canada, Prof. Sullivan points out, the value of the vehicles is their ability to make travel and expeditions in the North more flexible. De Havilland Aircraft of Canada, for example, is experimenting with air-cushion barges which, pushed by conventional ice-breaking ships, accelerate the breaking of ice for flood control. The air pressure from the barges, forced into cracks in the ice, creates a large air bubble, causing the ice to break. These barges could eventually be used to transport machinery for oil exploration and drilling in the Arctic, Prof. Sullivan says. Other commercial uses of air-cushion vehicles around the world include ferries and search and rescue vehicles that can manoeuvre in dense bush where there are no roads. These off-road vehicles are in use in British Columbia, California and New Zealand.

Another problem being tackled by Prof. Sullivan and his team is that of skirt design. Made of rubber or plastics, the skirt, attached around the lower part of the vehicle, maintains the stability of the air cushion by acting as a type of shock absorber when large obstacles in the ground or water get in the way.

"People who make air-cushion vehicles know these skirts help, but they're not sure exactly how," Prof. Sullivan says. "So naturally they wonder if they have the best design." So his group is testing various types, hoping to come up with mathematical formulas that can help the industry optimize the effectiveness of the vehicles.

## Not too painful to contemplate



We've all heard it at one time or another: "The pain is all in your head." As we write, gasp and mutter curses, that's just the kind of thing we need to hear — even if it happens to be true.

And it may be.

"Pain is still largely a puzzle in medicine and dentistry," says Dr. Barry Sessle, a dentist and neurophysiologist. He and a team — fellow dentistry professors Dr. Greg Lucier and Dr. James Hu, and physiologist Dr. Jonathan Dostrovsky — are currently engaged in attempts to solve that puzzle, at least the part of it that relates to facial pain. The focus is on the relationship between the nerves in the face and the brain centres involved in both the perception of pain itself, and the reflexes in the jaw.

They electrically stimulate, under laboratory conditions, the nerves in both tooth and face, then chart the reaction as the stimulus travels the neural pathways to the brain. What they have found is that brain cells along these pain pathways can be suppressed by impulses (in this case induced) coming from the higher parts of the brain — the parts that control feelings of stress and emotion and therefore also determine the ability to control pain. "As we continue to trace (these) connections," Sessle says, "... we will be able to tell better just how big a part stress and

Sessle in his lab: looking beyond even the 'even-grain pain reliever'

emotional factors play in facial pain."

The object of this research, ultimately, is to provide new means of relieving facial pain, which runs the gamut from mild jaw ache to the vicious trigeminal neuritis which can render the sufferer unconscious.

"This may be some time down the road," Sessle says, "but we're getting closer."

## Right man, right place, right time

While working as a teaching assistant at Simon Fraser University, former Vancouver policeman William Needham spotted a notice on a bulletin board announcing that a special fellowship to conduct emergency planning research was being offered at the Institute for Environmental Studies. The 45-year-old Needham applied, and, much to his surprise, was awarded the Emergency Planning Canada fellowship.

Needham, a 13-year veteran of the Vancouver police force who has a master's degree in business management, says that moving from police work to disaster planning was a natural progression for him because "as a policeman I became used to dealing with emergency situations at a local level. ... I can appreciate the way people feel when faced with a sudden emergency."

He is now among a group of professors and students at the institute searching for ways to prevent and prepare for possible future disasters — both natural and man-made. Needham is examining the dangers of transporting noxious and radioactive materials by rail or road.

Other potential disasters being studied by the group include: unanticipated emergencies such as the fall of the Soviet satellite in the Northwest Territories last winter which could have had far more serious results if the satellite, with its radioactive materials, had fallen on a populated area; the risk of widespread failure of power, transport and communications systems; the complications that might occur when two or more emergencies coincide.



### Immersion in France

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## A gift to last

A \$275,000 research grant has been awarded to the Centre for International Studies (CIS) by the Donner Canadian Foundation through the University's Update campaign. The grant is to be paid in three annual instalments of \$75,000 the first year and \$100,000 the second and third years. The CIS is a multidisciplinary research centre created in 1976 to spread the International Studies Program.

The grant from the Donner Foundation has been made to assist a multi-disciplinary study of Canadian foreign policy. The study will include four main projects:

• an examination of the many institutional links between the United States and Canada

• a re-appraisal of the United Nations system and of Canada's role in both its central organization and its specialized agencies and affiliated bodies

• an examination of the institutional framework of Canada's security arrangements, including NATO and the post-Helsinki, post-Belgrade European security arrangements

• an examination of bilateral institutional links such as the framework agreement with the European Communities and Japan.

The research project is being supervised by CIS director Professor Robert Spencer. Director of research is Professor John Holmes of the Department of Political Economy.

## The public mood is not as mean as you may think

If the Ontario public has generally adopted the mood of restraint and retrenchment, it doesn't reflect the attitude toward education, which retains its priority position.

In a survey conducted by the Ontario Institute for Studies in Education in the spring of 1978 and published just before year's end, 37 percent of the respondents opposed any cutbacks in any area of education. That may not be a majority, but given the nature of the question — at which levels should cutbacks be made? — it represents by far the largest single response. Interestingly, nearly a quarter of the respondents said that if cutbacks

has to come, the should come at the university level.

The survey, titled *Public Attitudes Toward Education in Ontario 1978: The OISE Survey Report*, was administered to 1,025 Ontario citizens in a random sample, plus a special sample of corporate executives. (It's worth noting that these executives, to a far greater degree than the population as a whole, favoured cutbacks, especially at the university level — 43 percent — and the community college level — 14 percent. Ironically, on another question — "How much use has your formal education been for your work?" — two thirds of these executives said "a lot" and 22 percent said "a moderate amount".)

One of the findings that does surprise is that, despite all the grumbling that has gone on in the past few years about the school system, 69 percent of those surveyed expressed some degree of satisfaction with the elementary and secondary school services, and only 18 percent were

dissatisfied to any extent. Breaking the questions down, however, the survey was able to document some of the suspected mood swings.

For example, more people were dissatisfied with value for taxpayer's money for the system than were happy with it. And in the area of discipline, a sizable majority expressed displeasure with the present situation, while only 32 percent were slightly satisfied or better. Given its choice, the public would vest teachers with considerably more authority than it now perceives them to have.

One other not too amazing finding of the OISE survey is that nearly 80 percent of the public consider the teaching of the basic skills — reading, writing and arithmetic — as the Number One Concern, with job training and career preparation running quite close behind, and while 72 percent thought job training should be the system's priority, only 24 percent believed it actually was.

## Two for the Rhodes

Both Ontario students chosen for Rhodes Scholarships this year are from U of T.

David Naylor, 24, now an interne at Toronto's Wellesley Hospital, is an honours graduate in medicine. He was active in student government and played inter faculty basketball; he also writes, and plays six handicap golf. Yujin Pak, 23, is studying philosophy at University College. Also a writer and a former table tennis champion, he is active in the Outward Bound outdoors program and the Korean University Student Association. He was born in Korea and lived in Brazil for five years before coming to Canada 10 years ago.

The students each receive about \$7,500 to spend two years at Oxford University — where David Naylor will study the British National Health Service and Yujin Pak will study philosophy of education.

## The enemies within

Dr. James Sandham of the Faculty of Dentistry has received a grant from the Medical Research Council to analyze the 100 micro-organisms found in the plaque that coats teeth. Dr. Sandham will attempt to determine which of the 100 produce the decay promoting acid that eats away at tooth enamel. "When we know exactly which organisms do the damage, we will know which to try to repress," says Dr. Sandham.

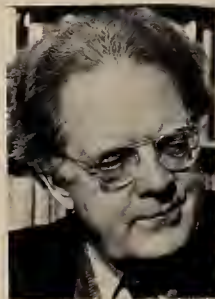
## Quotables

"Professors can no longer afford to be seen as passive bystanders on the periphery of the harsh realities of constraint and hesitation afflicting society. . . . A question mark hovers over the future stability of the university system and the value of higher education. Clearly it is our responsibility to demonstrate to the general public and the private sector that we are an integral, though under-utilized, part of the broader society."

Dr. David Inman of McMaster University, speaking to the Ontario Conference of University Faculty Associations

"All I can say is that a great tradition is not a dead weight, like a chain tied to a ghost, but a continuous source of energy; and the promise that truth leads to freedom is not an empty aphorism, but the guarantee of a direction and purpose in life. . . ."

Dr. Northrop Frye (below), on his installation as Chancellor of Victoria University



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# Events

The details given below were those available at press time. However, in case of later changes in programs, readers are advised to check with the information telephone numbers given in the listings.

## Lectures

The lectures that take place during the year are seldom scheduled far enough in advance for us to list them in the *Guide*. If you would like information about lectures, either in a specific discipline or at a particular time of year, please get in touch with the Department of Information Services, 45 Willocks St., University of Toronto, Toronto M5S 1A1, telephone 978-2021. If you will specify your interests, we will be pleased to send you the information at our disposal.

## Operas & Plays

### Money

January 24, 25, 26, 27 and 31  
February 1, 2, and 3

By Edward Bulwer-Lytton. The classic Victorian comedy of fashion, greed and hypocrisy. Directed by Allan Park. Studio Theatre, 4 Glen Morris St. 8 p.m.  
Reservations, 978-4010, after 6 p.m. on evenings of performance, 978-8705.

### The Marquis of Keith

February 7, 8, 9, 10, 14, 15, 16 and 17

By Frank Wedekind, new English version by Alan Best and Ronald Eyre of sardonic comedy regarded in Germany as forerunner of Expressionism. Directed by Martin Hunter. Presented by Graduate Centre for the Study of Drama. Hart House Theatre. 8 p.m. Tickets \$5, students \$2.50. Information and reservations, 978-8668.

### Early Black History in Ontario

Friday, February 16

Dr. Daniel Hill, human rights consultant and authority on Black history in Ontario. Illustrated public lecture in co-operation with U of T Community Relations Office dealing with 19th century Black settlement in the larger, more significant communities will provide the first major presentation of recently researched materials. Auditorium, Medical Sciences Building. 8 p.m. Admission \$1.50.

The Royal Canadian Institute Lectures, held in Convocation Hall on Saturday evenings at 8.15 p.m., will begin on Jan. 13 and continue for 10 weeks to March 17.

### Ubu Roi

February 13 to 17

By Alfred Jerry. UC Playhouse, 79A St. George St. 8.30 p.m.  
Information, 978-6307.

### Skule Night

February 28 to March 3

Annual U of T Engineering Society revue. Hart House Theatre. Box office, 978-8668.

### The Dance Company of Ontario, March 7 to 10

Toronto premier performance. Hart House Theatre. 8 p.m. Box office, 978-8668.

### Orpheus in the Underworld

Friday, March 9 and Saturday March 10

Offenbach's witty and inventive operetta parodies the Orpheus legend. Produced by Opera Department, Faculty of Music. MacMillan Theatre, Edward Johnson Building. 8 p.m. Tickets \$4, students and senior citizens \$2.50. Information and reservations, 978-3744.

### Pharmacy Phillies

Saturday, March 17

Annual Faculty of Pharmacy revue. Hart House Theatre. Box office, 978-8668.

### Daffydil

March 21 to 24

Annual U of T Medical Society revue. Hart House Theatre. Box office, 978-8668.

## Exhibitions



Woodcut by Leonard Hutchinson, on view at Victoria College till Feb. 9.

### Hart House Art Gallery

January 29 to February 2

Hart House Crafts Club

February 6 to 23

"Avec ou sans Couleur"

Works by contemporary Quebec artists.

February 23 to March 9

Hart House Camera Club annual exhibition.

March 13 to 30

Miho Sawada, drawings and paintings.

Scarborough College Art Gallery

January 29 to February 18

Anglo-Saxon artifacts on loan from ROM.

Victoria College

To February 9

Leonard Hutchinson, woodcuts. New Academic Building.

### Erindale College Art Gallery

February 5 to March 6

Toronto Artists' Co-operative groupshow.

Works by Nancy Hazelgrove, John Leonard, Andy Germuska, Dennis Cliff.

### School of Architecture Galleries

January 25 to February 9

"Field Fare — A Harvest of Leisure"

by Prof. John Hall

"Recent Fusions"

Works by Brian Boigon and Alexander Pili.

February 15 to March 2

Thom Partnership

Recent work.

March 8 to 23

Pahlavi National Library International

Competition.

An exhibition of a selection of entries for a national library in Tehran.

## The Enduring Word A Centennial History of Wycliffe College



Edited by  
Arnold Edinborough

Since Wycliffe College was founded 100 years ago as an Anglican theological college, it has had six principals. This volume brings together their biographies in a celebration of the influence they and the college have had on the religious life of Canada and other countries. \$10.00

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## Poetry readings

### University College

Wednesday, February 7

"The Voice of the Countryman"

W.J. Keith. The Upper Library, Massey College. 1.10 p.m. A special UC reading.

Monday, February 12

"Andrew Marvell"

Hugh MacCallum, John Reibetanz and Don Smith. Walden Room, Women's Union, 79 St. George St. 4.10 p.m.

Monday, February 26

"Metamorphoses of Ovid"

Kenneth Quinn. Walden Room, Women's Union. 4.10 p.m.

Monday, March 12

"Romantic Poetry"

Douglas Chambers and Milton Wilson. Walden Room, Women's Union. 4.10 p.m.



Misha Dichter, pianist, will give a concert in the MacMillan Theatre, on Sunday, Jan. 28

## Miscellany

### Renaissance Music at the Royal

Conservatory

January 9 to 15 week course

The performance of music from the 16th and early 17th centuries, both instrumental and vocal will be studied with lectures, workshops and recitals. For information and registration form, call 978-3797.

### Teaching Adults (Andragogy)

January 23 to February 27

Instructor: Mary Savoie, adult education consultant. 6 meetings, Wednesdays 7.30 to 9.30 p.m. Fee \$50. For further information, call the School of Continuing Studies at (416) 978-2400.

### The Play's the Thing: An Introduction to the Festival Season

January 24 to April 11

Instructor: Diane McConnell-Derkson. This course is designed to familiarize festival-goers with the plays to be staged at the Ontario Shakespearean and Shaw Festivals in 1979. Wednesdays, 7.30 to 9.30 p.m. Fee \$70. For registration information, call the School of Continuing Studies at (416) 978-2400.

### Sports, the Public, and the Sports-

caster's Responsibilities

Wednesday, March 15

Speaker: Dave Hodge, CFRB Radio. Hart House Graduate Committee Dinner Series. Refreshments: Gallery Common Room, 6 p.m.; dinner, South Dining Room, 6.30 p.m. Tickets \$15. For reservations, call 978-2446.

### Bonaire '79

August 15 to 30

Led by Dr. David R. Kobluk, Department of Earth & Planetary Science, Erindale College. An educational expedition to Bonaire, a small tropical desert island in the Dutch West Indies, a valuable laboratory for the study of coral reef and island ecology and geology. Open to anyone over 18 years of age; no special background required. A non-credit course open to scuba and non-scuba divers alike. Enquiries: Dr. David Kobluk, Erindale College, U of T, Mississauga, Ontario L5L 1C6.

## Concerts

### Thursday Twilight Series

February 8

Adrienne Shannon, piano, plays works by Bach, Chopin and Rachmaninoff. Royal Conservatory of Music. 5.15 — 6 p.m. Admission free.

March 8

Michael Kearns, harpsichord, plays works by Farnaby, Froberger, Handel and Bartok. Concert Hall, Royal Conservatory of Music. 5.15 to 6 p.m.

### Thursday Afternoon Series

February 1

Compositions by student composers.

February 15

Student chamber music concert.

March 1

Collegium Musicum, directed by Douglas Bodle.

March 8

Early popular Canadian music, directed by Carl Mory.

March 15

Student chamber music concert. Water Hall, Edward Johnson Building. 2.10 p.m.

Misha Dichter

Sunday, January 28

Winner of 1966 Tchaikovsky International Piano Competition. Presented in co-operation with the CBC. MacMillan Theatre, Edward Johnson Building. 8.30 p.m. Single tickets \$7 (orchestra), \$4 (balcony). Information and reservations, 978-3744.

### Festival Singers of Canada

Friday, February 2

Presented by Musical Associates of Scarborough College. Meeting Place, Scarborough College. 8.30 p.m. Tickets \$5; students and senior citizens \$4. Information: 284-3243.

### Orford String Quartet

Sunday, February 4

Works by Haydn, Beethoven, Tchaikovsky.

Sunday, March 11

Works by Mozart, Morawetz, Schubert, Walter Hall, Edward Johnson Building. 3 p.m. Tickets \$5; students and senior citizens \$3. Information and reservations, 978-3744.

### Sunday Afternoon Concerts

February 4

York Winds.

March 4

The Brass Connection. Great Hall, Hart House 3 p.m. Information, 978-2447.

### U of T Wind Symphony

Sunday, February 11

Melvin Berman, conductor. Works by Haydn, Beethoven, and Gould. MacMillan Theatre, Edward Johnson Building. 3 p.m. Information, 978-3744.

### Faculty of Music Jazz Ensemble

Sunday, February 25

Directed by Phil Nimmons and David Elliott. Water Hall, Edward Johnson Building. 3 p.m. Information, 978-3744.

### Three Bach Hours

February 18

Janet Stubbs, mezzo soprano; John Keane, tenor; Greta Kraus, harpsichord; Douglas Bodle, director and harpsichord, in last of three concerts of music by the Bachs. Water Hall, Edward Johnson Building. 3 p.m. Tickets \$4, students and senior citizens \$2. Information and reservations, 978-3744.

### Victor Braun, baritone

Sunday, March 18

Winner of the 1963 International Mozart Competition, this Canadian born and U of T trained singer is being presented in co-operation with the CBC. MacMillan Theatre, Edward Johnson Building. 8.30 p.m. Tickets \$7 (orchestra), \$4 (balcony). Information and reservations, 978-3744.

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Art and antiques at the Talisman Emporium, Newcastle. Whitty arts at the restored Victorian train station, Oshawa's McLaughlin Gallery. Lunch at the Paul Givens Gallery.

March 14

A tour of the innovative McMaster Medical Centre and Dundurn Castle. Lunch at the Burlington Country Club.

For further information, brochure and tickets, write U.C. Ontario, 8 Birch Avenue, Toronto M4V 1C8

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# The Final Word

## Something's got to give

By John Crispo

**Editor's note:** The article by Professor John Crispo, first dean of the Faculty of Management Studies and currently professor of industrial relations and public policy, first appeared in the December 18 issue of the Bulletin, under the title *Facing the Harsh Facts*. Dr. Mel Watkins, a professor of political economy at University College and at least as well known as Crispo, took exception and wrote a rebuttal to the Bulletin. On this page both the original article and the response are printed in full.

The University of Toronto, like its sister institutions of higher learning, is floundering on a troubled sea of changing economic, fiscal and professional facts of life. This commentary on this radically shifting scene — the dimensions of which can only be highlighted — reflects one person's "search for truth" in what may be described as this new age of harsh realities. It is meant as much for my colleagues as for those in the administration who preside over us and those in our union who preside around us.

Canadians in general are now being asked to absorb at least temporary cuts in their standards of living. These cuts are presumably intended to offset the years when Canadians were clearly living beyond their means. The cuts are manifest in people's income increases being outstripped by rises in the cost of living. In time this will supposedly help restore our competitive position.

For academics the rescaling fall in real incomes could prove deeper and more protracted than for most others. This is because the cause of higher education has fallen from public favour at the very time when student enrolment is due to decline for basic demographic reasons. The recent golden era of university life in the process of being replaced by something much less glowing if not downright depressing.

The outlook for the financing of higher education is so bleak that the real fiscal resources of the University are bound to continue to decline for the foreseeable future. We can bleat about our plight as much as we like, but this will only at best have a marginal effect on our prospects. There is no way of escaping a gradual but persistent decline in our real resources for some time to come.



Crispo: tenure has its virtues, but...

This being the case, we can no longer avoid making some hard decisions. Some will argue that we have been doing so already. For those who hold this view, suffice it to say that reducing our total staff by attrition does not really qualify as hard decision making. What lies ahead will much more severely test the decision-making capacity of both ourselves and the soft-hearted small "I" liberals we invariably choose to preside over and around us.

Let me put the challenge I foresee lying immediately ahead in its most stark form. I believe the faculty — as well as the rest of the University's work force — must now choose between income and job security. There is no way we can enjoy across the board wage and salary increases commensurate with those in the community at large without suffering some outright layoffs. This type of tradeoff is now virtually unavoidable.

True to many of my colleagues' humane and liberal instincts, I suspect that they will be successful in pressing the case for somewhat lower salary increases in order to avoid faculty layoffs. I would like to think that the majority of the faculty would reject any such short-sighted approach if only because it will drive out some of our best people by leaving them so far behind their alternative income opportunities. Unfortunately, however, I have witnessed the faculty support so many other unsound positions over the past few years that I've

just about given up hope of them taking difficult but sound stands on anything in any way likely to affect them personally.

Drawing on the faint fading streak of hope remaining in me, I let me touch on two ramifications of the difficult dilemmas that now confront us. First of all let me acknowledge that there is one sensible way in which we could live with a modest degree of tradeoff between our income and job security.

This would be by moving completely away from across the board salary increases, basing them almost entirely on market and merit considerations. This would mean little or no salary increase for many faculty members. This could be justified simply because by any economic test many faculty are already significantly overpaid. This is borne out by the fact that they could readily be replaced at even lower salaries than they now enjoy, salaries which they would be hard pressed to command if they tried to secure alternative employment.

If such groups and individuals were offered little or no increments, enough would probably be left over to offer competitive increases to those with higher market and/or merit worth and to avoid layoffs. Yet all this is quite unrealistic as the herd or lowest common denominator effect gradually asserts itself within our union. According to the professor is a professor is a professor syndrome, appropriate market and merit differentials are eventually sacrificed to the type of lock-step salary system which prevails in our public and high schools. Under this system teachers are paid almost solely on the basis of how many years they took it and how many years they've been handing it out.

Assuming layoffs of faculty cannot forever be avoided, the equally contentious issue of tenure must inevitably be confronted. As originally conceived, tenure served the highly laudable and legitimate purpose of protecting academic freedom. That initial purpose has now evolved into such a distorted form of job security that it is almost impossible to remove anyone who has tenure for any reason.

It is always argued, of course, that it would be difficult to distinguish between discharges for offending community sensitivities and discharges on the grounds of financial constraint or a just plain ordinary incompetence. To me this is a cop-out unworthy of a group that claims to be in any way professional.

As for the question of academic freedom, I wish it were more of an issue that it is. The fact of the matter is that surprisingly few academics have anything very controversial to say about anything. The sad thing is that many of those best equipped to lead the way in critical analysis and dissent have been co-opted by one branch of the establishment or another. In my own field of industrial relations many professors

across the country are unwilling to speak out for fear of jeopardizing their lucrative fees as arbitrators, conciliators and mediators. Consulting contracts and research grants have the same stultifying effects in many other areas.

Turning to the matter of discharge for cause, I think it noteworthy that precious few, if any, tenured faculty members have ever been removed from this University. Certainly none have been laid off for fiscal reasons although this may prove unavoidable in the future. After all, we cannot just lay off others and run down the library and maintenance budget forever. Layoffs of tenured faculty members can and must be contemplated, but not without care and consideration for those affected.

Before turning to these matters, however, let me make it clear that I am not advocating a strictly consumer oriented approach to the operation of the University. Even mention of the term "layoffs" leads to the accusation of wanting to abolish all esoteric areas of university research and scholarship simply because there is insufficient student demand for them. Assuming these areas do in fact represent centres of excellence, I would not quarrel with the notion that an effective core of faculty should be maintained in many of them.

Regardless of where they come, the impact of layoffs for fiscal reasons can be ameliorated by encouraging voluntary separations and offering severance pay and other forms of transitional assistance. Measures such as these — rather than the immobilizing fear of litigation over the termination of tenured faculty — should be receiving maximum priority at this time. So should the question of whether seniority should be the overriding criterion when it comes to layoffs. Otherwise we must face the dismal prospect of removing comparatively refreshing new blood while retaining relatively tired old blood. This is already happening, of course, as a result of gradually laying everyone off with contractually limited appointments while retaining anyone with a more permanent attachment to the University.

My plea in the difficult times that lie ahead is that we seize the opportunity to re-examine sacred cows that should have been laid to rest years ago. Given scarce resources for the foreseeable future, we must distribute salary increases much more in accordance with market and merit worth, and draw a clear-cut distinction between tenure as an appropriate device for protecting academic freedom and as a general form of income and job security.

If we fail to rise to these challenges, we will be deserving of even less public financing than we receive. Worse still, we will be inviting outside intervention to clean up our own disorderly affairs, something I would very much prefer we undertake ourselves.

## The wagons in a circle

John Crispo's "Facing the Harsh Facts" can be taken as reflecting his own point of view, as a private citizen and as a professor, but should not be read as views that must necessarily be held by an economist, even one who is a specialist in industrial relations. For Crispo, cutbacks are inevitable and desirable and the staff should be down and assist in the planning of the rape. But government funding of higher education and the portion allocated to staff salaries are not preordained by "the market" but are in both cases the outcome of a political process. From the perspective of political economy, the willingness of the staff to stand firm collectively can put pressure on the province not to cut back on the universities and on the administration not to cut back on the staff. Both the size of the pie and the allocation are subject to bargaining. In the name of facing the facts, Crispo would disarm us and increase the bleakness of our being victimized.

True, the economy is in a mess, though this economist (unlike Professor Crispo) has been arguing for some time that just such a fate awaits a dependent economy. Its health will be restored, not by cutbacks and austerity which promise rather to worsen matters, but by the victims fighting back, thereby compelling our real corporate and political masters to begin that restructuring of the economy that has the prospect of restoring health.

In passing, Crispo makes a disparaging remark about the public and high school system, but it is my impression that teachers have shown more toughness than we have, while the recent election for the Toronto Board of Education suggests that the public is not so redneck as Crispo implicitly assumes. There is evidence of genuine concern about maintaining and improving the quality of education. Crispo would have us do little more than help to administer the



By Mel Watkins

cutbacks; this is hardly imaginative response. He deplores academics who have been co-opted into the establishment, but the fact of the matter is that his views on "living beyond our means" are a faithful rendering of the most orthodox establishment position, while to follow his advice would much more clearly serve the interests of that establishment than our own.

There are undoubtedly harsh times ahead, but that is still no reason for wallowing in despair. Crispo's masochistic stance has about it the quality of a chicken lauding Colonel Sanders. In the name of offering a solution, he manages only to compound the problem.

Watkins: no solutions in surrender